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ABSTRACT

In September 1994, Vincennes University (VU), in Illinois, conducted a broad-based survey of student and community perceptions as a part of its self-study process in preparation for North Central Accreditation (NCA) in 1995. The survey instrument was distributed via a single mailing to all 15 trustees, all 972 full-time employees, all 353 part-time adjunct faculty, 191 selected members of the external community, and two random samples of 400 students, each. Seventy-two questions were posed related to 5 accreditation criteria: VU has clear and publicly stated purposes, has effectively organized resources to accomplish its purposes, is accomplishing its educational and other purposes, can continue to accomplish its purposes, and demonstrates integrity. Responses were received from 895 individuals, including 57% of the trustees and employees, 33% of the adjunct faculty, 25% of the community, and 18% of the students. Study findings included the following: (1) respondents generally had an understanding of VU's mission and purpose; (2) respondents generally felt that VU made a conscientious effort to provide students with a safe environment; (3) employees did not generally feel that they had adequate input to the budgetary process; and (4) respondents were generally positive regarding VU's accomplishment of its purposes and its ability to continue to accomplish this purpose and strengthen educational effectiveness. (Appendixes include the VU organizational chart prepared for the NCA, in-depth characterization of criteria for accreditation, the survey instrument used in the perceptions study, and graphs of results.) (MAB)

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ED 381 207

A PERCEPTIONS SURVEY CONDUCTED BY THE STEERING COMMITTEE FOR NORTH CENTRAL ACCREDITATION REVIEW

VINCENNES UNIVERSITY

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September-October 1994

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SC 950 197

A VINCENNES UNIVERSITY PERCEPTIONS SURVEY

Abstract: In September 1994 Vincennes University designed and conducted a Perceptions Survey as an integral part of its self-study process in preparation for North Central Accreditation in 1995. This paper describes the survey and its analysis.

Background

Founded in 1806, Vincennes University is Indiana's oldest comprehensive two-year college. The North Central accreditation process requires the preparation of a comprehensive Self-Study which candidly examines and discusses the institution's strengths and challenges. It was decided to conduct a broad-based Perceptions Survey of the entire University community as a central focus point for the Self-Study.

The President appointed a self-study Coordinator, Professor James Messmer; a Steering Committee; a Writing Committee; and twelve task forces (See Appendix One.) The Coordinator provided the Steering Committee with copies of Perceptions Surveys recently used by other institutions. The Steering Committee also considered using the NCHEMS Institutional Performance Survey for two-year colleges, but elected instead to develop a survey in-house that was tailored to the specific characteristics of Vincennes University.

Each of eleven task forces was asked to develop about six questions which would provide their committee with evidence that Vincennes University was meeting the five criteria for accreditation (Appendix Two) appropriate to their area of concern. The result was a 72-item

survey which would solicit Likert scale responses. "Undecided" was a response separate from "Don't Know or "Not Applicable." (Appendix Three).

Sample Selection and Response Rate

The survey was printed on salmon-colored paper (to control for multiple submissions) and distributed to all Trustees (N=15), all V.U. Full Time Employees (N=972); all part-time adjunct faculty (N=353); selected members of the external community (N=191, selected by the President and Coordinator based on their affiliations with Vincennes University and/or leadership role in the community) and two random samples of students, 400 living on-campus and 400 off-campus students. A single mailing and no follow-up, other than electronic and news reminders from the President, was conducted. The response rate was just under 57% from trustees and employees, 33% from adjunct faculty, just under 25% from the community, and less than 18% from students.

Survey Analysis

Survey demographic characteristics and responses were entered into a data file and cross tabulations of responses by "Person" (box 1), "Site" (Box 2), years of affiliation (less than 1 year, 2-5 years, 6-10 years, 10+ years) and current affiliation (both Box 3) were determined by SAS.

The seventy-two questions were then aggregated according to the five North Central Accreditation Criteria: Criterion I, Q. 1-3; Criterion II, Q. 4-38; Criterion III, Q. 39-63; Criterion IV, Q 64-68; and Criterion V, Q. 69-72. The spreadsheet matrix which had been the survey instrument (Appendix Three) was reorganized to show survey results (See Appendix Four).

Actual counts were manually entered on the "analysis" spreadsheet, and a weighted Index was generated: "Strongly agree" responses were given a weight of +2; "Agree" +1, "Disagree"

-1, "Strongly Disagree" -2; "Undecided" and "Don/t Know/Not Applicable" were assigned a weight of zero. The index was the sum of the weights divided by the total number of respondents *less than number of '0' weights*. The index, therefore, represents the weighted opinion (perception) of all of those respondents *who had a decided opinion on this item.*

The resultant indices were automatically copied in a bargraph for this criterion which summarily showed the "Response Index" as, on the whole, "Positive" or "Negative." The length of the bar suggests the relative strength of the perception. Because there were many "don't know" responses on several questions, it was deemed important to note, on the left axis of each graph, how many respondents this particular answer represents.

In addition to the "All Responses" analysis provided in this study, eighteen more sub-group analyses were prepared. These nineteen analyses are listed in Appendix Four.

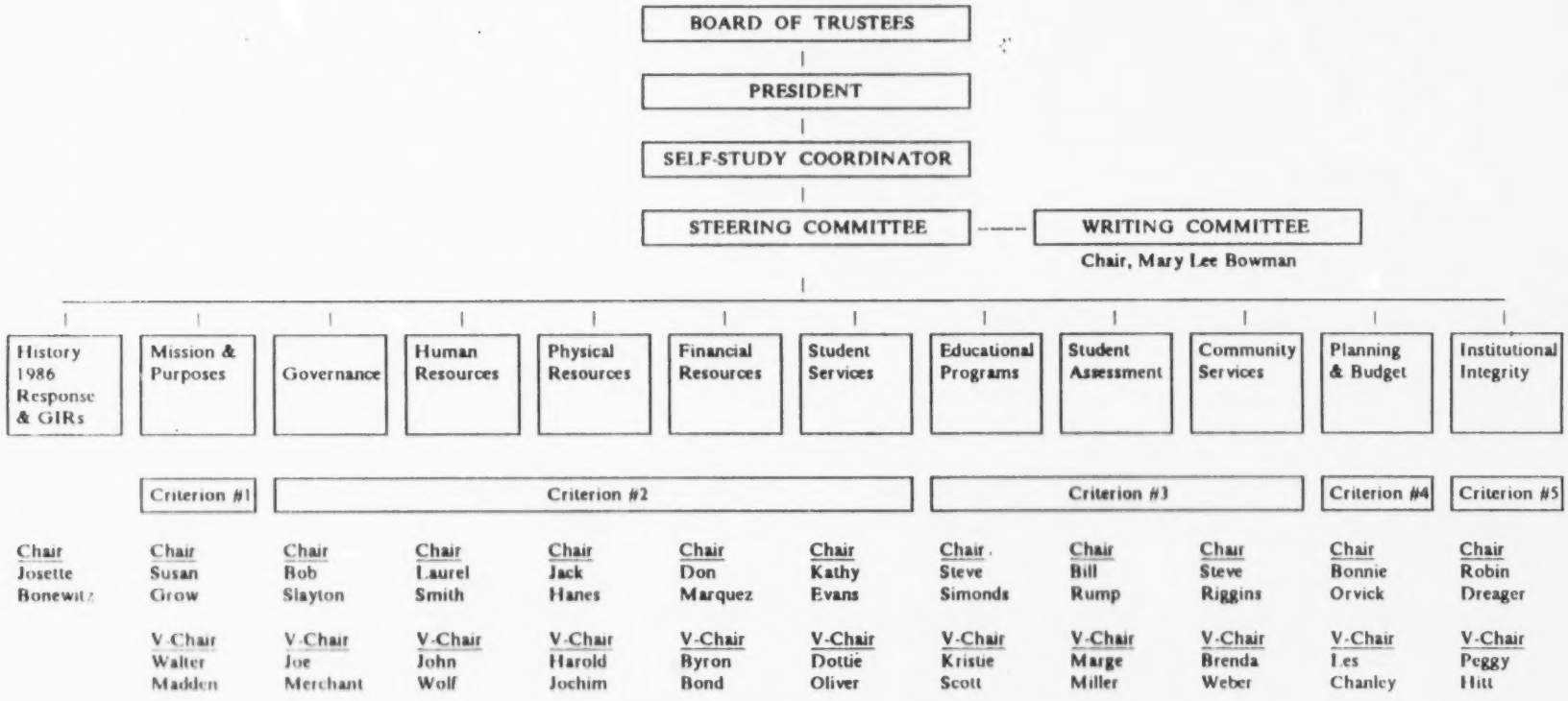
Use and Distribution and Use of Survey Results

Findings of the Perceptions Survey were widely distributed. Separate packets were prepared for each of the eleven task forces of responses, from all nineteen of the analyses, to the specific questions this task force had asked. Sub-group analyses were given to specific groups: Faculty responses to the Faculty Senate; Professional Staff to their campus organization. Two copies of all analyses (Volume I and Volume II) were placed in the Learning Resources Center. The entire data base was made available on diskette for whomever wanted to analyze it further.

The most important outcome of this effort was that findings of the Perceptions Survey were cited repeatedly throughout the final Self Study Document.

Appendix One

VINCENNES UNIVERSITY 1995
Self-Study & Ten-Year Reaccreditation
Organizational Chart



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Appendix Two

NORTH CENTRAL ASSOCIATION
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
The Criteria for Accreditation[1]

CRITERION ONE. The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

In developing the pattern of evidence supporting this criterion, the Commission suggests the breadth of evaluation that it considers appropriate to this foundational criterion:

A. long- and short-range institutional and educational goals.
B. processes, involving its constituencies, through which the institution evaluates its purposes.
C. decision-making processes that are appropriate to its stated mission and purposes.
D. understanding of the stated purposes by institutional constituencies.
E. efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures.
F. support for freedom of inquiry for faculty and students.
G. institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.

CRITERION TWO. The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

A. governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity.
B. effective administration through well-defined and understood organizational structures, policies, and procedures.
C. qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.
D. systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes.
E. faculty with educational credentials that testify to appropriate preparation for the courses they teach.
F. a sufficient number of students enrolled to meet the institution's stated educational purposes.
G. provision of services that afford all admitted students the opportunity to succeed.
H. a physical plant that supports effective teaching and learning.
I. conscientious efforts to provide students with a safe and healthy environment.
J. academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purposes.
K. a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning.
L. management of financial resources to maximize the institution's capability to meet its purposes.

CRITERION THREE. The institution is accomplishing its educational and other purposes.

In developing the pattern of evidence supporting this criterion, the Commission suggests the breadth of review that it considers appropriate:

A. educational programs appropriate to an institution of higher education.
B. assessment of appropriate student academic achievement in all its programs, documenting:
   - proficiency in skills and competencies essential for all college-educated adults;
   - completion of an identifiable and coherent undergraduate level general education component; and
   - mastery of the level of knowledge appropriate to the degree granted.
C. transcripts that accurately reflect student learning and follow commonly accepted practices.

D. effective teaching that characterizes its courses and academic programs.
E. ongoing support for professional development for faculty, staff, and administrators.
F. student services that effectively support the institution's purposes.
G. staff and faculty service that contributes to the institution's effectiveness.
H. if appropriate:
   - evidence of support for the stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research;
   - evidence of support for the stated commitment to the fine and creative arts through provision of sufficient human, financial, and physical resources to produce creative endeavors and activities;
   - evidence of effective delivery of educational and other services to its community;
   - evidence of development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.

CRITERION FOUR. The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

A. a current resource base--financial, physical, and human--that positions the institution for the future.
B. decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.
C. structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration.
D. plans as well as on-going, effective planning processes necessary to the institution's continuance.
E. resources organized and allocated to support its plans for strengthening both the institution and its programs.

CRITERION FIVE. The institution demonstrates integrity in its practices and relationships.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

A. student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures.
B. policies and practices for the resolution of internal disputes within the institution's constituency.
C. policies and practices consistent with its mission related to equity of treatment, non-discrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community.
D. institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs.
E. relationships with other institutions of higher education conducted ethically and responsibly.
F. appropriate support for resources shared with other institutions.
G. policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises.
H. oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

[1] *Handbook of Accreditation, 1994-95, Working Draft.*

Vincennes University
A Public Comprehensive Two Year College
VINCENNES, INDIANA 47591-9987

TO: Members of the Vincennes University Community

FROM: Jim Messmer, Self Study Coordinator

SUBJECT: Perceptions Survey

DATE: September 6, 1994

Enclosed you will find the Perceptions Survey I spoke about at the Opening Meeting on August 15th. This instrument represents your opportunity to provide input into the perceived strengths and areas for improvement of Vincennes University for the North Central Self-Study. The survey is designed to provide information on the perceptions about the overall institution rather than about any one department or program.

On behalf of the Steering Committee, I ask you to complete this confidential survey in an open and honest manner.

Please complete the survey as soon as possible and return it in the envelope provided by September 20th.

Thank you in advance for your participating in the Self-Study Process.

Telephone 812 882-3350

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

SEPTEMBER 1994

BY: (Please check ONE)

____ Trustee

____ Vice President or Dean

____ Faculty

____ Professional Staff

____ Support Staff

____ Student

____ Community Member

Site:

____ Vincennes/Vincennes Campus

____ Jasper, Ft. Benjamin Harrison, Av. Technology Center or Indiana School for the Deaf

____ Adjunct Faculty/Staff at Remote Locations

____ Community Services (Indiana)

Years of Affiliation with V.U.:

____

Current Affiliation with V.U.:

____ Full Time Employee

____ Part Time Employee

____ Student, Trustee, or Community Member

Please indicate your opinion on each of the following statements by checking the appropriate box:

I. Questions about Mission, Purpose, and Governance:

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
1. From my perspective as employee, student, community member or trustee, I understand Vincennes University's mission and purposes as stated in the V.U. Catalog.						
2. Vincennes University promotes the expansion and opening of students' minds.						
3. Providing developmental education for those students who need it is a valid part of Vincennes University's mission and purpose.						
4. V.U. has a strong and effective Board of Trustees.						
5. The process by which Trustees are appointed results in a body which is balanced and represents the educational interests of the State of Indiana.						
6. The University promoted widespread involvement and participation in the design and implementation of the new governance structure.						
7. For the most part, University policies and procedures are clearly defined and understood as stated in the ***University Manual.***						
8. With its new governance structure, the University is moving in the right direction.						
9. Pertinent information is communicated to University employees in a timely and appropriate manner.						
10. The University encourages employee participation in planning, procedures, and policy development.						
11. Vincennes University has in place well-defined and understood organizational structures, policies, and procedures.						

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

SEPTEMBER 1994

II. Questions about Human, Physical, and Financial Resources:

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
12. Policies and procedures related to job classification, compensation, workload, promotion, tenure, and reduction in force are clear and consistent for all University personnel.						
13. The institution provides adequate support (financial resources, release time, encouragement) for professional growth of individual faculty and staff members.						
14. I feel comfortable expressing a complaint or legitimate objection to my immediate supervisor.						
15. The institution provides faculty and staff with an adequate number of in-house seminars and workshops, including computer training, for professional development.						
16. Evaluation of all personnel, including administration, faculty, professional staff, and support staff, is consistent and clear.						
17. There is no discrepancy between genders in matters of appointment, pay, and tenure.						
18. Vincennes University has facilities that support effective teaching and learning.						
19. Vincennes University makes conscientious efforts to provide students with a safe and healthy environment. (i.e., security lighting, video cameras, safety-oriented laboratory procedures, a tobacco free campus, etc.)						
20. The library resources of the Learning Resource Center are adequate to support your needs.						
21. The audio visual resources of the LRC are adequate to support your needs.						
22. Vincennes University has laboratory and studio facilities that are adequate to meet your needs.						
23. Vincennes University has computer labs adequate to meet your needs.						
24. There is sufficient equipment in your department/area to meet your needs. (ie: computers, office equipment, classroom equipment, etc...)						
25. I, as an employee of Vincennes University, have adequate input to the budgetary process.						
26. Considerations regarding allocation of the University's financial resources are communicated clearly and often to the University community.						

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

SEPTEMBER 1994

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
27. As an employee of Vincennes University, I am made aware of and of and receive support from grants and contracts to receive funding for appropriate special projects.						
28. Vincennes University consistently has adequate funding from the State of Indiana.						
29. The University has a reputation with the community of being able to meet its financial responsibilities.						
30. The University allocates its resources in a prudent manner.						
31. The University's long term financial objectives have priority over the institution's short term financial objectives.						

III. Questions about Student Services:

32. Student Services Programs meet the needs of the diverse student population. (ie: adult learners, minorities, or students with exceptional needs).						
33. Faculty and students take full advantage of campus cultural opportunities.						
34. Since there have been reductions in federal student financing, there are sufficient alternate sources of student financial aid.						
35. There is adequate advertisement of financial aid services at Vincennes University.						
36. Student Services hours should be expanded to evenings and weekends to meet needs of traditional and nontraditional students.						
37. I am aware of the events sponsored by Student Activities.						
38. From my perspective as employee, student, community member or trustee, I perceive that Student Services programs are adequately communicated to faculty and staff.						

IV. Questions about Educational Programs and Student Assessment:

39. Faculty view the institution as both a two-year transfer and occupational education institution.						
40. The existing developmental education program adequately addresses the needs of V.U. students.						

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

SEPTEMBER 1994

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
41. Advising and placement of students into developmental courses is clearly defined for advisors.						
42. Safety instruction and industrial practices and standards are in place throughout the institution.						
43. Program advisory committees are effectively used to improve and update occupational programs.						
44. There are systematic and effective procedures in place for written articulation agreements with baccalaureate institutions.						
45. Multiple-section courses have common objectives and core requirements.						
46. Current general education requirements adequately address the needs of Vincennes University students.						
47. Through its educational programs, Vincennes University is meeting the workforce development needs of Indiana.						
48. Having a high quality, comprehensive outcomes assessment program in place is the best way to ensure that all programs and services offered by V.U. are reaching their intended audiences and meeting their stated purposes.						
49. I am aware of Vincennes University's efforts to develop and implement a student outcomes assessment program and am supportive and willing to contribute to those efforts.						
50. The primary goal of the V.U.'s outcomes assessment efforts ensures that all graduates have demonstrated competence in both basic skills and their chosen areas of specialization.						
51. My department/program is currently involved in the development and/or administration of an outcomes assessment program.						
52. Vincennes University currently collects, analyzes and reports quality research data that support important curricular and management decisions in our department and elsewhere within the institution.						
53. Current practices such as the student attendance policy and tracking system and entry/exit testing are effective components of the assessment program.						

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
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SEPTEMBER 1994

V. Questions about Community Services and Publications:

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
54. There is a clear understanding of the role that the Community Services area plays in the overall success of Vincennes University.						
55. I would consider myself knowledgeable of the Educational Opportunity Program (EOP) consisting of Educational Talent Search, Upward Bound, Veterans Upward Bound, and COPE Student Support Services.						
56. I would consider myself knowledgeable of the Drug Prevention Program which consists of PAWS, PASA, Parent to Parent and Teen Court.						
57. I would consider myself knowledgeable of the non-credit Continuing Education Program which consists of Non-Credit Classes, Seminars/Workshops, Elderhostel, Accent on Kids, and Speakers for Civic Groups.						
58. I would Consider myself knowledgeable of the Older Hoosier Program (OHP) which consists of RSVP, Nutrition, Case Management, Employment, Senior Games, Education/Training, Tax Counseling, Ombudsman, I&R, PAS, APS and Legal Services.						
59. I would consider myself knowledgeable of the Employment Training Center (ETC) which consists of Job Training/Partnership Act, Single Parent/ Displaced Homemaker, IMPACT/Food Stamps, IMPACT/Jobs, EDWAA (Dislocated Worker), Clean Air, Business/Education Partnership, Rapid Response, Workforce Development Center, Business and Industry Assistance, ABE, and ABE Corrections.						
60. Providing programs and events (i.e. Theatre Productions, Community Series Performances, V.U. Alumni and Foundation activities, V.U. Radio and TV Programming, Summer Programs for Children, Substance Abuse Programs, Intercollegiate Athletics, etc.) is an essential and important part of what Vincennes University offers to the community.						
61. The publications produced for and about V.U. are of high quality.						
62. The press releases about V.U.'s staff, programs, events, etc. are timely and effective.						
63. V.U. radio and television programming and advertising are effective.						

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

SEPTEMBER 1994

VI. Questions about Planning and Budget:

	Strongly Agree	*Agree*	*Un-decided*	*Dis-Agree*	*Strongly Disagree*	*Don't Know or Not Applicable*
64. Vincennes University's current resource bases (financial, physical, and human) position us for the future.						
65. Vincennes University has decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.						
66. Processes are in place that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information for strategic planning.						
67. Vincennes University's resources are organized and allocated to support its plans for strengthening both the institution and its programs.						
68. Vincennes University's planning processes are ongoing and effective for the institution's continuance.						

VII. Questions about Institutional Integrity:

69. My personal level of satisfaction at Vincennes University is high.						
70. My perception of the general morale at Vincennes University is high.						
71. I am satisfied with my level of input concerning the college's governance.						
72. V.U. conducts itself with integrity in dealing with students, employees, and the community.						

Thank you for your participation!

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Appendix Four

Perception Survey

All Responses

Notes on Perceptions Survey

Bar graphs were prepared from computed "indices" which are composite values intended to be representative of the overall perceptions of respondents. "Strongly agree" responses were assigned a value of +2.0, "Agree" 1.0, "Disagree" -1.0. and "Strongly Disagree" -2.0. The sum total of point values was divided by the total population minus the number of responders who indicated either (1) that they were undecided or (2) did not know or for whom this question was not applicable.

It should be noted that *bar graphs do not represent the overall perception of the entire population, but only those who did express an agree/disagree opinion on this question. Perception bars should be interpreted with caution for those questions in which a large proportion of the respondents either did not know or were undecided.* The actual number of responses on which the index is based is given along the left vertical margin of each graph.

Response Rate

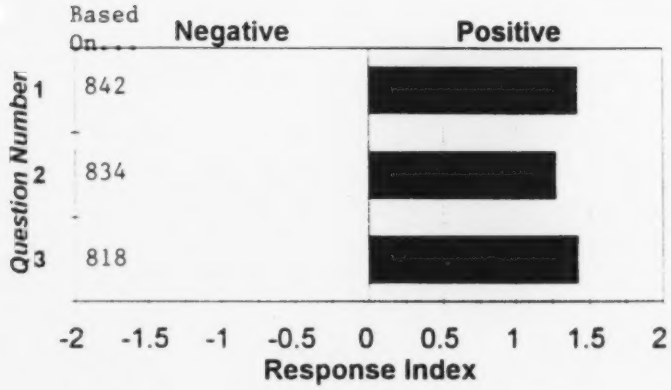
	Number Sent	*Responses Received*	*Response Rate*
Trustees	15	11	73.33%
V.U. Full Time Employees	972	551	56.69%
V.U. Students *	797	142	17.82%
Part time Adjunct Faculty	353	117	33.14%
Outside Community	191	47	24.61%
Total	2328	895	38.45%

*Students who were enrolled Fall 1994 at any site, who had satisfactory academic standing, and had completed at least thirty V.U. quality credit hours. Fifty percent were residence hall students, fifty percent off campus.

Criterion 1

The institution has clear and publically stated purposes consistent with its mission and appropriate to an institution of higher education.

By All Respondents
N = 895



I. Questions pertaining to Criterion 1:

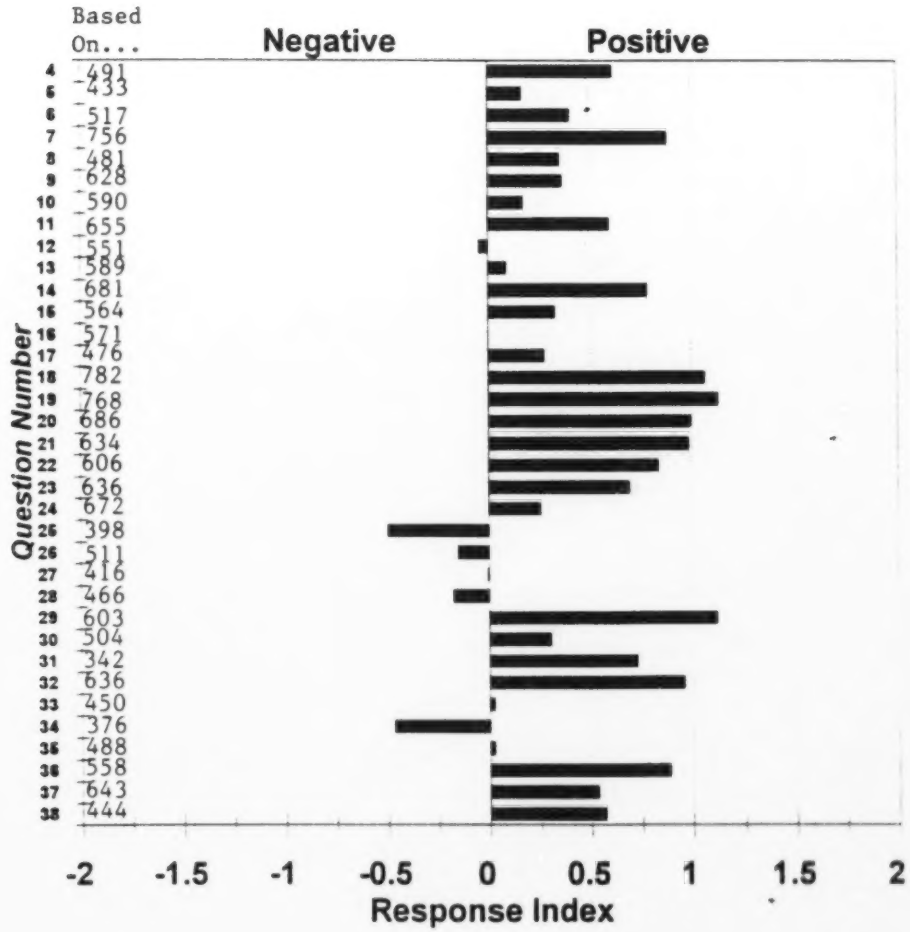
1. From my perspective as employee, student, community member or trustee, I understand Vincennes University's mission and purposes as stated in the V.U. Catalog.
2. Vincennes University promotes the expansion and opening of students' minds.
3. Providing developmental education for those students who need it is a valid part of Vincennes University's mission and purpose.

Criterion 2

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

All Respondents

N = 895



2. *Questions pertaining to Criterion 2.*

4. V.U. has a strong and effective Board of Trustees.
5. The process by which Trustees are appointed results in a body which is balanced and represents the educational interests of the State of Indiana.
6. The University promoted widespread involvement and participation in the design and implementation of the new governance structure.
7. For the most part, University policies and procedures are clearly defined and understood as stated in the ***University Manual.***
8. With its new governance structure, the University is moving in the right direction.
9. Pertinent information is communicated to University employees in a timely and appropriate manner.
10. The University encourages employee participation in planning, procedures, and policy development.
11. Vincennes University has in place well-defined and understood organizational structures, policies, and procedures
12. Policies and procedures related to job classification, compensation, workload, promotion, tenure, and reduction in force are clear and consistent for all University personnel.
13. The institution provides adequate support (financial resources, release time, encouragement) for professional growth of individual faculty and staff members.
14. I feel comfortable expressing a complaint or legitimate objection to my immediate supervisor.
15. The institution provides faculty and staff with an adequate number of in-house seminars and workshops, including computer training, for professional development.
16. Evaluation of all personnel, including administration, faculty, professional staff, and support staff, is consistent and clear.
17. There is no discrepancy between genders in matters of appointment, pay, and tenure.
18. Vincennes University has facilities that support effective teaching and learning.
19. Vincennes University makes conscientious efforts to provide students with a safe and healthy environment. (i.e., security lighting, video cameras, safety-oriented laboratory procedures, a tobacco free campus, etc.)
20. The library resources of the Learning Resource Center are adequate to support your needs.
21. The audio visual resources of the LRC are adequate to support your needs.
22. Vincennes University has laboratory and studio facilities that are adequate to meet your needs.
23. Vincennes University has computer labs adequate to meet your needs.
24. There is sufficient equipment in your department/area to meet your needs. (ie: computers, office equipment, classroom equipment, etc...)
25. I, as an employee of Vincennes University, have adequate input to the budgetary process.
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37. I am aware of the events sponsored by Student Activities.
38. From my perspective as employee, student, community member or trustee, I perceive that Student Services programs are adequately communicated to faculty and staff

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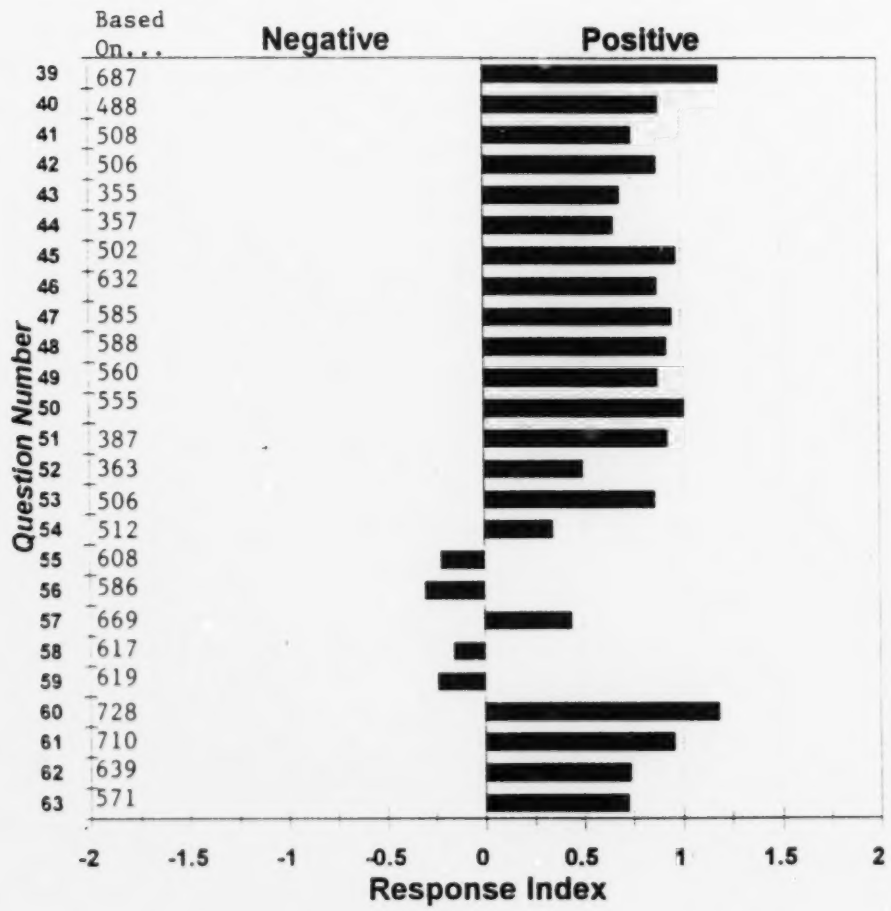
Criterion 3

The institution is accomplishing its educational and other purposes.

All Respondents

N = 895



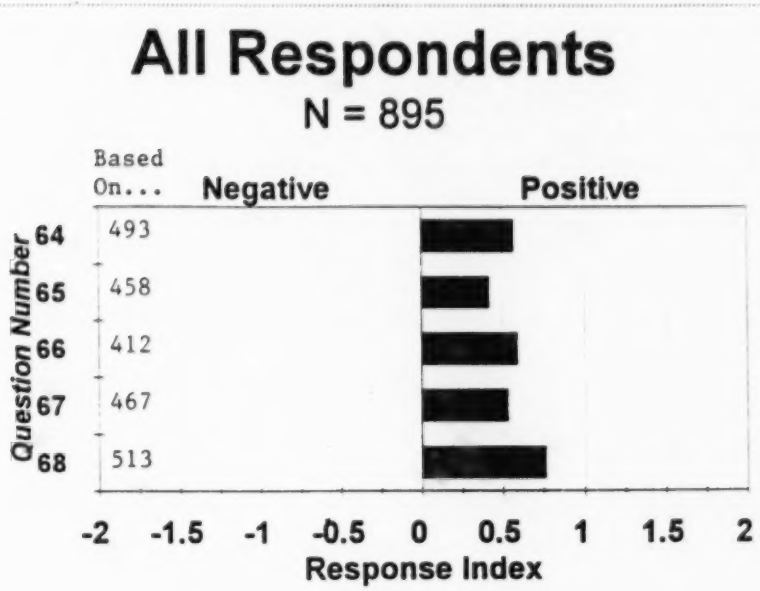
3. *Questions pertaining to Criterion 3:*

39. Faculty view the institution as both a two-year transfer and occupational education institution.
40. The existing developmental education program adequately addresses the needs of V.U. students.
41. Advising and placement of students into developmental courses is clearly defined for advisors.
42. Safety instruction and industrial practices and standards are in place throughout the institution.
43. Program advisory committees are effectively used to improve and upoate occupational programs.
44. There are systematic and effective procedures in place for written articulation agreements with baccalaureate institutions.
45. Multiple-section courses have common objectives and core requirements.
46. Current general education requirements adequately address the needs of Vincennes University students.
47. Through its educational programs, Vincennes University is meeting the workforce development needs of Indiana.
48. Having a high quality, comprehensive outcomes assessment program in place is the best way to ensure that all programs and services offered by V.U. are reaching their intended audiences and meeting their stated purposes.
49. I am aware of Vincennes University's efforts to develop and implement a student outcomes assessment program and am supportive and willing to contribute to those efforts.
50. The primary goal of the V.U.'s outcomes assessment efforts ensures that all graduates have demonstrated competence in both basic skills and their chosen areas of specialization.
51. My department/program is currently involved in the development and/or administration of an outcomes assessment program.
52. Vincennes University currently collects, analyzes and reports quality research data that support important curricular and management decisions in our department and elsewhere within the institution.
53. Current practices such as the student attendance policy and tracking system and entry/exit testing are effective components of the assessment program.

54. There is a clear understanding of the role that the Community Services area plays in the overall success of Vincennes University.
55. I would consider myself knowledgeable of the Educational Opportunity Program (EOP) consisting of Educational Talent Search, Upward Bound, Veterans Upward Bound, and COPE Student Support Services.
56. I would consider myself knowledgeable of the Drug Prevention Program which consists of PAWS, PASA, Parent to Parent and Teen Court.
57. I would consider myself knowledgeable of the non-credit Continuing Education Program which consists of Non-Credit Classes, Seminars/Workshops, Elderhostel, Accent on Kids, and Speakers for Civic Groups.
58. I would Consider myself knowledgeable of the Older Hoosier Program (OHP) which consists of RSVP, Nutrition, Case Management, Employment, Senior Games, Education/Training, Tax Counseling, Ombudsman, I&R, PAS, APS and Legal Services.
59. I would consider myself knowledgeable of the Employment Training Center (ETC) which consists of Job Training/Partnership Act, Single Parent/ Displaced Homemaker, IMPACT/Food Stamps, IMPACT/Jobs, EDWAA (Dislocated Worker), Clean Air, Business/Education Partnership, Rapid Response, Workforce Development Center, Business and Industry Assistance, ABE, and ABE Corrections.
60. Providing programs and events (i.e. Theatre Productions, Community Series Performances, V.U. Alumni and Foundation activities, V.U. Radio and TV Programming, Summer Programs for Children, Substance Abuse Programs, Intercollegiate Athletics, etc.) is an essential and important part of what Vincennes University offers to the community.
61. The publications produced for and about V.U. are of high quality.
62. The press releases about V.U.'s staff, programs, events etc. are timely and effective.
63. V.U. radio and television programming and advertising are effective.

Criterion 4

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

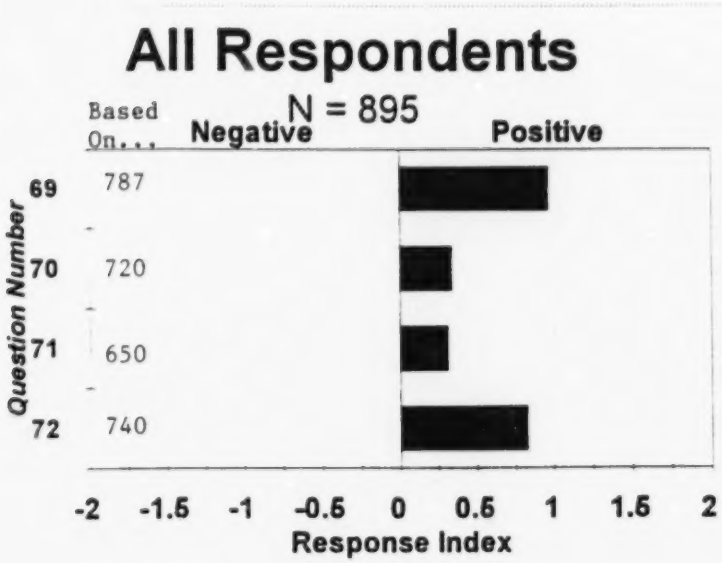


4. Questions pertaining to Criterion 4:

64. Vincennes University's current resource bases (financial, physical, and human) position us for the future.
65. Vincennes University has decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.
66. Processes are in place that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information for strategic planning.
67. Vincennes University's resources are organized and allocated to support its plans for strengthening both the institution and its programs.
68. Vincennes University's planning processes are ongoing and effective for the institution's continuance.

Criterion 5

The institution demonstrates integrity in its practices.



5. Questions pertaining to Criterion 5:

69. My personal level of satisfaction at Vincennes University is high.
70. My perception of the general morale at Vincennes University is high.
71. I am satisfied with my level of input concerning the college's governance.
72. V.U. conducts itself with integrity in dealing with students, employees, and the community.

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

Number of Responses:	
11	Trustee
14	Vice President or Dean
334	Faculty
155	Professional Staff
179	Support Staff
142	Student
47	Community Member

Site:	
659	Vincennes/Vincennes Campus
110	Jasper, Ft. Benjamin Harrison, Av. Technology Center or Indiana School for the Deaf
66	Adjunct Faculty/Staff at Remote Locations
42	Community Services (Indiana)

Years of Affiliation with V.U.:			
1 or less	2 to 5	6 to 10	10 + yrs
92	265	150	259

Current Affiliation with V.U.:	
551	Full Time Employee
117	Part Time Employee
181	Student, Trustee, or Community Member

Computation of Indices:

I. Questions about Mission, Purposes, and Governance:	+2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
1. From my perspective as employee, student, community member or trustee, I understand Vincennes University's mission and purposes as stated in the V.U. Catalog.	364	473	23	4	1	23	888	1.419	2.59%
2. Vincennes University promotes the expansion and opening of students' minds.	281	529	44	21	3	12	890	1.276	4.94%
3. Providing developmental education for those students who need it is a valid part of Vincennes University's mission and purpose.	386	416	45	10	6	28	891	1.425	5.05%
4. V.U. has a strong and effective Board of Trustees.	97	273	236	77	44	163	890	0.615	26.52%
5. The process by which Trustees are appointed results in a body which is balanced and represents the educational interests of the State of Indiana.	50	208	216	113	62	243	892	0.164	24.22%
6. The University promoted widespread involvement and participation in the design and implementation of the new governance structure.	71	287	156	97	62	211	884	0.402	17.65%
7. For the most part, University policies and procedures are clearly defined and understood as stated in the ***University Manual.***	137	517	70	83	19	62	888	0.886	7.88%
8. With its new governance structure, the University is moving in the right direction.	68	257	244	88	68	159	884	0.351	27.60%
9. Pertinent information is communicated to University employees in a timely and appropriate manner.	69	349	122	161	49	141	891	0.363	13.69%
10. The University encourages employee participation in planning, procedures, and policy development.	64	293	131	144	89	168	889	0.168	14.74%
11. Vincennes University has in place well-defined and understood organizational structures, policies, and procedures.	91	411	147	104	49	88	890	0.597	16.52%

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

II. Questions about Human, Physical, and Financial Resources:

	Computation of Indices: +2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
12. Policies and procedures related to job classification, compensation, workload, promotion, tenure, and reduction in force are clear and consistent for all University personnel.	40	248	110	175	88	226	887	-0.042	12.40%
13. The institution provides adequate support (financial resources, release time, encouragement) for professional growth of individual faculty and staff members.	59	271	108	182	77	188	885	0.090	12.20%
14. I feel comfortable expressing a complaint or legitimate objection to my immediate supervisor.	199	339	57	84	59	145	883	0.786	6.46%
15. The institution provides faculty and staff with an adequate number of in-house seminars and workshops, including computer training, for professional development.	55	310	118	163	36	204	886	0.328	13.32%
16. Evaluation of all personnel, including administration, faculty, professional staff, and support staff, is consistent and clear.	50	254	115	181	86	201	887	0.002	12.97%
17. There is no discrepancy between genders in matters of appointment, pay, and tenure.	65	238	143	109	64	267	886	0.275	16.14%
18. Vincennes University has facilities that support effective teaching and learning.	195	525	45	42	20	59	886	1.065	5.08%
19. Vincennes University makes conscientious efforts to provide students with a safe and healthy environment. (i.e., security lighting, video cameras, safety-oriented laboratory procedures, a tobacco free campus, etc.)	225	483	62	51	9	58	888	1.125	6.98%
20. The library resources of the Learning Resource Center are adequate to support your needs.	174	432	54	60	20	148	888	0.991	6.08%
21. The audio visual resources of the LRC are adequate to support your needs.	138	431	63	47	18	190	887	0.984	7.10%
22. Vincennes University has laboratory and studio facilities that are adequate to meet your needs.	115	397	69	68	26	212	887	0.837	7.78%
23. Vincennes University has computer labs adequate to meet your needs.	126	370	62	100	40	187	885	0.695	7.01%
24. There is sufficient equipment in your department/area to meet your needs. (ie. computers, office equipment, classroom equipment, etc...)	101	345	52	191	87	111	887	0.251	5.86%
25. I, as an employee of Vincennes University, have adequate input to the budgetary process.	31	144	102	196	129	283	885	-0.496	11.53%
26. Considerations regarding allocation of the University's financial resources are communicated clearly and often to the University community.	32	222	154	152	105	221	886	-0.149	17.38%

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

	Computation of Indices: +2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
27. As an employee of Vincennes University, I am made aware of and of and receive support from grants and contracts to receive funding for appropriate special projects.	32	187	111	140	57	356	883	-0.007	12.57%
28. Vincennes University consistently has adequate funding from the State of Indiana.	22	188	147	200	56	270	883	-0.172	16.65%
29. The University has a reputation with the community of being able to meet its financial responsibilities.	123	458	62	14	8	217	882	1.118	7.03%
30. The University allocates its resources in a prudent manner.	59	266	160	125	54	219	883	0.300	18.12%
31. The University's long term financial objectives have priority over the institution's short term financial objectives.	43	242	188	35	22	350	880	0.728	21.36%

III. Questions about Student Services:

32. Student Services Programs meet the needs of the diverse student population. (ie: adult learners, minorities, or students with exceptional needs).	131	437	87	46	22	164	887	0.958	9.81%
33. Faculty and students take full advantage of campus cultural opportunities.	30	196	169	203	21	264	883	0.024	19.14%
34. Since there have been reductions in federal student financing, there are sufficient alternate sources of student financial aid.	20	96	173	208	52	335	884	-0.468	19.57%
35. There is adequate advertisement of financial aid services at Vincennes University.	25	234	148	185	44	246	882	0.023	16.78%
36. Student Services hours should be expanded to evenings and weekends to meet needs of traditional and nontraditional students.	125	348	139	67	18	185	882	0.887	15.76%
37. I am aware of the events sponsored by Student Activities.	62	415	66	137	29	177	886	0.535	7.45%
38. From my perspective as employee, student, community member or trustee, I perceive that Student Services programs are adequately communicated to faculty and staff.	60	385	143	114	28	158	888	0.571	16.10%

IV. Questions about Educational Programs and Student Assessment:

39. Faculty view the institution as both a two-year transfer and occupational education institution.	181	486	52	14	6	146	885	1.197	5.88%
40. The existing developmental education program adequately addresses the needs of V.U. students.	105	430	126	65	14	146	886	0.891	14.22%

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

Computation of Indices:

	+2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
41. Advising and placement of students into developmental courses is clearly defined for advisors.	77	339	81	73	19	296	885	0.752	9.15%
42. Safety instruction and industrial practices and standards are in place throughout the institution.	56	398	85	40	12	295	886	0.881	9.59%
43. Program advisory committees are effectively used to improve and update occupational programs.	47	238	106	54	16	421	882	0.693	12.02%
44. There are systematic and effective procedures in place for written articulation agreements with baccalaureate institutions.	39	246	100	56	16	425	882	0.661	11.34%
45. Multiple-section courses have common objectives and core requirements.	64	403	76	30	5	306	884	0.978	8.60%
46. Current general education requirements adequately address the needs of Vincennes University students.	62	508	84	50	12	168	884	0.883	9.50%
47. Through its educational programs, Vincennes University is meeting the workforce development needs of Indiana.	78	462	123	31	14	176	884	0.956	13.91%
48. Having a high quality, comprehensive outcomes assessment program in place is the best way to ensure that all programs and services offered by V.U. are reaching their intended audiences and meeting their stated purposes.	93	433	138	43	16	159	882	0.930	15.65%
49. I am aware of Vincennes University's efforts to develop and implement a student outcomes assessment program and am supportive and willing to contribute to those efforts.	75	421	111	50	14	214	885	0.880	12.54%
50. The primary goal of the V.U.'s outcomes assessment efforts ensures that all graduates have demonstrated competence in both basic skills and their chosen areas of specialization.	82	443	97	18	12	233	885	1.018	10.96%
51. My department/program is currently involved in the development and/or administration of an outcomes assessment program.	72	272	71	31	12	428	886	0.933	8.01%
52. Vincennes University currently collects, analyzes and reports quality research data that support important curricular and management decisions in our department and elsewhere within the institution.	28	241	112	71	23	409	884	0.496	12.67%
53. Current practices such as the student attendance policy and tracking system and entry/exit testing are effective components of the assessment program.	77	367	116	42	20	266	888	0.868	13.06%

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VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

Computation of Indices:

V. Questions about Community Services and Publications:

	+2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
54. There is a clear understanding of the role that the Community Services area plays in the overall success of Vincennes University.	59	275	167	139	39	208	887	0.344	18.83%
55. I would consider myself knowledgeable of the Educational Opportunity Program (EOP) consisting of ...	46	210	88	268	84	191	887	-0.220	9.92%
56. I would consider myself knowledgeable of the Drug Prevention Program which consists of PAWS, PASA, Parent to Parent and Teen Court.	48	174	105	282	82	196	887	-0.300	11.84%
57. I would consider myself knowledgeable of the non-credit Continuing Education Program which consists of Non-Credit Classes, Seminars/Workshops, Elderhostel, Accent on Kids, and Speakers for Civic Groups.	71	397	72	156	45	147	888	0.438	8.11%
58. I would Consider myself knowledgeable of the Older Hoosier Program (OHP) which consists of RSVP, Nutrition, Case Management, Employment, Senior Games, Education/Training, Tax Counseling, Ombudsman, I&R, PAS, APS and Legal Services.	49	224	93	270	74	177	887	-0.156	10.48%
59. I would consider myself knowledgeable of the Employment Training Center (ETC) which consists of Job Training/Partnership Act, Single Parent/ Displaced Homemaker, IMPACT/Food Stamps, IMPACT/Jobs, EDWAA (Dislocated Worker), Clean Air, Business/Education Partnership, Rapid Response, Workforce Development Center, Business and Industry Assistance, ABE, and ABE Corrections.	59	184	92	303	73	173	884	-0.237	10.41%
60. Providing programs and events (i.e. Theatre Productions, Community Series Performances, V.U. Alumni and Foundation activities, V.U. Radio and TV Programming, Summer Programs for Children, Substance Abuse Programs, Intercollegiate Athletics, etc.) is an essential and important part of what Vincennes University offers to the community.	238	444	55	33	13	102	885	1.183	6.21%
61. The publications produced for and about V.U. are of high quality.	147	484	98	61	18	78	886	0.959	11.06%
62. The press releases about V.U.'s staff, programs, events, etc. are timely and effective.	92	430	117	90	27	132	888	0.736	13.18%
63. V.U. radio and television programming and advertising are effective.	90	372	120	79	30	195	886	0.723	13.54%

VINCENNES UNIVERSITY PERCEPTIONS SURVEY
CONDUCTED BY THE SELF-STUDY STEERING COMMITTEE

BY: All Respondents N = 895

Computation of Indices:

	+2	+1	0	-1	-2	0	Total N	Index	Percent Undecided
VI. Questions about Planning and Budget:									
64. Vincennes University's current resource bases (financial, physical, and human) position us for the future.	50	327	170	86	30	213	876	0.570	19.41%
65. Vincennes University has decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution.	41	284	159	91	42	255	872	0.417	18.23%
66. Processes are in place that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information for strategic planning.	42	277	158	69	24	305	875	0.592	18.06%
67. Vincennes University's resources are organized and allocated to support its plans for strengthening both the institution and its programs.	49	302	169	79	37	236	872	0.529	19.38%
68. Vincennes University's planning processes are ongoing and effective for the institution's continuance.	68	364	148	54	27	208	869	0.764	17.03%
VII. Questions about Institutional Integrity:									
69. My personal level of satisfaction at Vincennes University is high.	236	436	84	83	32	9	880	0.967	9.55%
70. My perception of the general morale at Vincennes University is high.	125	336	130	177	82	28	878	0.340	14.81%
71. I am satisfied with my level of input concerning the college's governance.	107	313	138	135	95	87	875	0.311	15.77%
72. V.U. conducts itself with integrity in dealing with students, employees, and the community.	208	393	108	81	58	26	874	0.827	12.36%

Perceptions Survey
October 1994

Tabulation of Responses from :

1. All Respondents
2. Trustees
3. Vice Presidents and Deans
4. All Faculty
5. All Professional Staff
6 All Support Staff
7. All Students
8. All Community Member
9. All Vincennes Campus Full-Time Faculty
10. All Vincennes/Vincennes Campus Respondents
11. All Jasper, FBH, and Indianapolis Campus Respondents
12 Adjunct Faculty/Staff at Remote Locations
13. Community Services (Indiana)
14. Ten or More Years of Affiliation with V.U
15. Six to Ten Years of Affiliation with V.U.
16. Two to Five Years of Affiliation with V.U.
17. One or Less Year of Affiliation with V.U.
18. All Full-Time V.U. Employees
19. All Part-Time V.U. Employees.